

IPS Roundtable

9 March 2010

Lifelong Learning: Lessons from Europe





Lifelong Learning in the 2010s

Foundations, Challenges and Potentials

Roundtable

Institute of Policy Studies

Singapore National University

9 March 2010

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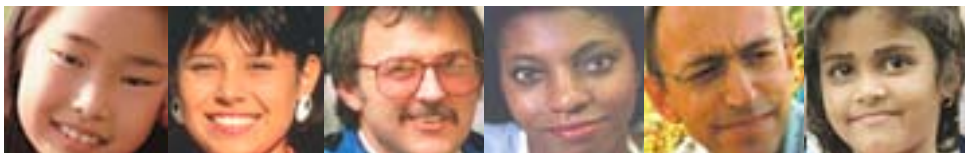
Ministry of Education, Denmark



What are we talking about?



Foundations: Conceptual Frameworks and a Strategic Vision for a LLL Policy.



Key Competences for Knowledge Society **- An Overarching Conceptual Framework**

Justification for Education: *Added value -*

for individuals:

- Employability
- Active Citizenship
- Personal fulfilment

for society:

Human Capital
Social Cohesion
Cultural Diversity



Key Competences for Knowledge Society - An Overarching Conceptual Framework

Justification

- Employability
 - Human capital
- Active Citizenship
 - Social cohesion
- Personal fulfilment
 - Cultural diversity

Key Competences (DeSeCo)

- Act autonomously
 - ✓ Act in the big picture
 - ✓ Conduct plans and projects
 - ✓ Asserting rights, limits and needs.
- Using tools interactively
 - ✓ Language, symbols, text, knowledge, information, technology.
- Interact in heterogeneous groups
 - ✓ Relate well to others
 - ✓ Cooperate
 - ✓ Manage and resolve conflicts



Key Competences for Knowledge Society - An Overarching Conceptual Framework

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- Active citizenship
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 - Cultural diversity

Key Competences

- Act autonomously
- Using tools interactively
- Interact in heterogeneous groups

Foundations - knowledge, skills, attitudes

- Communicative
 - ✓ Speak/ Listen
 - ✓ Read/ Write
 - ✓ Negotiate/ Mediate
- Analytical
 - ✓ Operate in formal-logic systems
 - ✓ Create models
 - ✓ Sociological imagination
- Personal
 - ✓ Basic knowledge
 - ✓ Sensori-motor development
 - ✓ Emotional balance



Key Competences for Knowledge Society - An Overarching Conceptual Framework

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Key Competences

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Foundations

- Communicative
- Analytical
- Personal

Contextualize the concept.

- Define a taxonomy of learning targets
- Create curricular frameworks
- Create an assessment- and accreditation system
- Implement at institutional/ local level; capacity-building
- Define indicators and benchmarks
- Create framework for exchange of best practise and in-service training
- Create framework for evaluation, research and development



Changing the focus from 'skills' to 'competencies': International Trends.

Curriculum:

vs

Didactics:

- Result-oriented
- Capacities/ Skills
- Summative assessment
– tests/ examens
- Conceptualized

- Proces-oriented
- Capabilities/
Competences
- Formative assessment
– dialogue/ feed back
- Contextualized



Strengths.

Curriculum:

vs

Didactics:

- Transparency
- Explicit expectations to teachers and students
- Measurable outcomes
- Feed-back mechanisms, quality assurance and governance are legitimized by the concept

- Dynamics and flexibility
- Learning is made meaningful to the students in the context
- Focus on personal development
- Room for teacher's professionalism



Weaknesses.

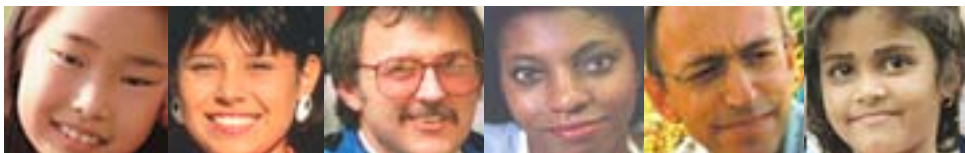
Curriculum:

vs

Didactics:

- Lack of dynamics and flexibility
- Content gets obsolete
- Rigid and instrumental learning
- Teacher's responsibility limited to instruction
- Focus on the elite tend to leave disadvantaged students behind - high drop-out rate

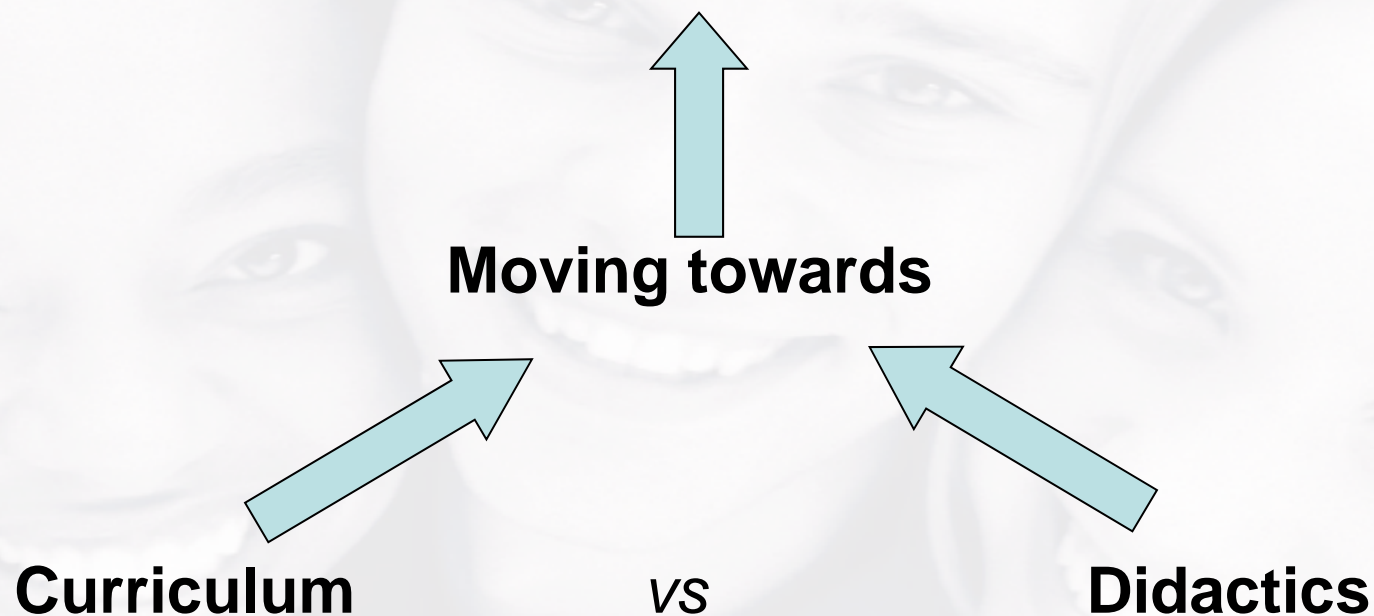
- Diversity in the quality of teaching
- No motivation in training of basic skills
- Low expectations - underachievement
- Lack of evidence
- Focus on the weak learner tend to ignore the needs of the most talented students



Approaches to Education

- different approaches and traditions on the move

An Adaptive Approach to Teaching and Learning

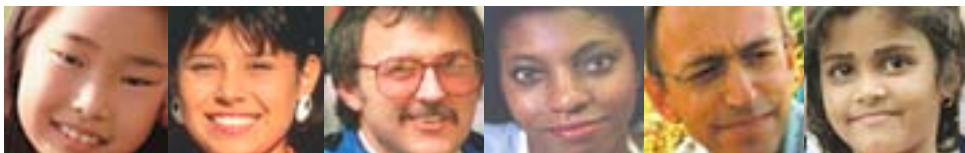




How to Create a Culture of Learning and Implement the Strategy?



Challenges: *Identify the Context, Enhance Social Capital, Integrate LLL in Mainstream Education, Implement new Schemes for Finance.*



Knowledgebased Society - the Context

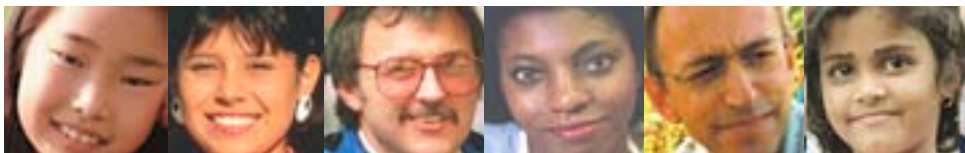
Agriculture

Industry

Service

Knowledge





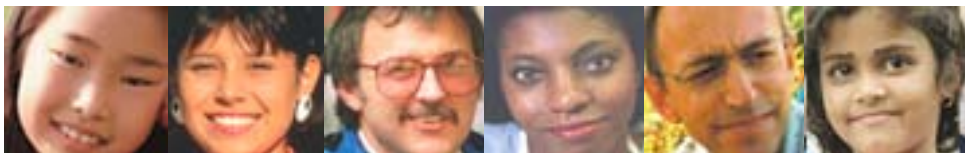
Knowledgebased society – the context.

Agriculture:

Industry:

Service:

Knowledge:



Knowledgebased society

– the context.

The Local

The Perspective

Agriculture:

Industry:

The National

Service:

Knowledge:

→ *The Global*



Knowledgebased society – the context.

What regulates production?

Agriculture:

Laws of nature, seasonal variation

Industry:

Organisation of time, human- and material capital

Service:

Articulation of demand

Knowledge:

Complex logistics



Knowledgebased society – the context.

What are key drivers to growth?

Agriculture:

Mechanization, use of fertilizers, new crops

Industry:

Development of the assembly-line/ “Taylorisation”

Service:

Deprivatizing of family-functions

Knowledge:

Access to innovation and knowledge systems



Knowledgebased society – the context.

Who are the progressive producers?

Agriculture:

Family-driven farms and co-operatives

Industry:

Stock corporation, single mover

Service:

The public sector

Knowledge:

Strategic alliances, networks, "co-petition"



Knowledgebased society – the context.

What are ideals for outputs?

Agriculture:

Durability

Industry:

Large volume, uniformity and low cost

Service:

Functionality and design

Knowledge:

Customised, flexibility, embedded service



Knowledgebased society – the context.

What are implicit ideological goals for education?

Agriculture:

Subservient and useful subjects

Industry:

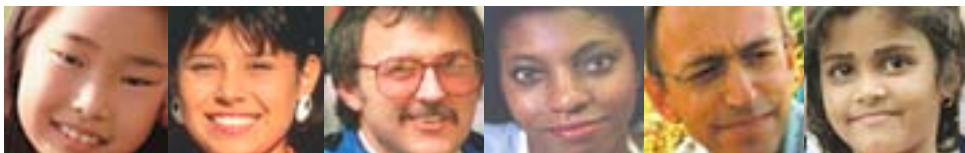
Disciplined workers/ assertion of rights and duties

Service:

Motivated and self-reliant citizens

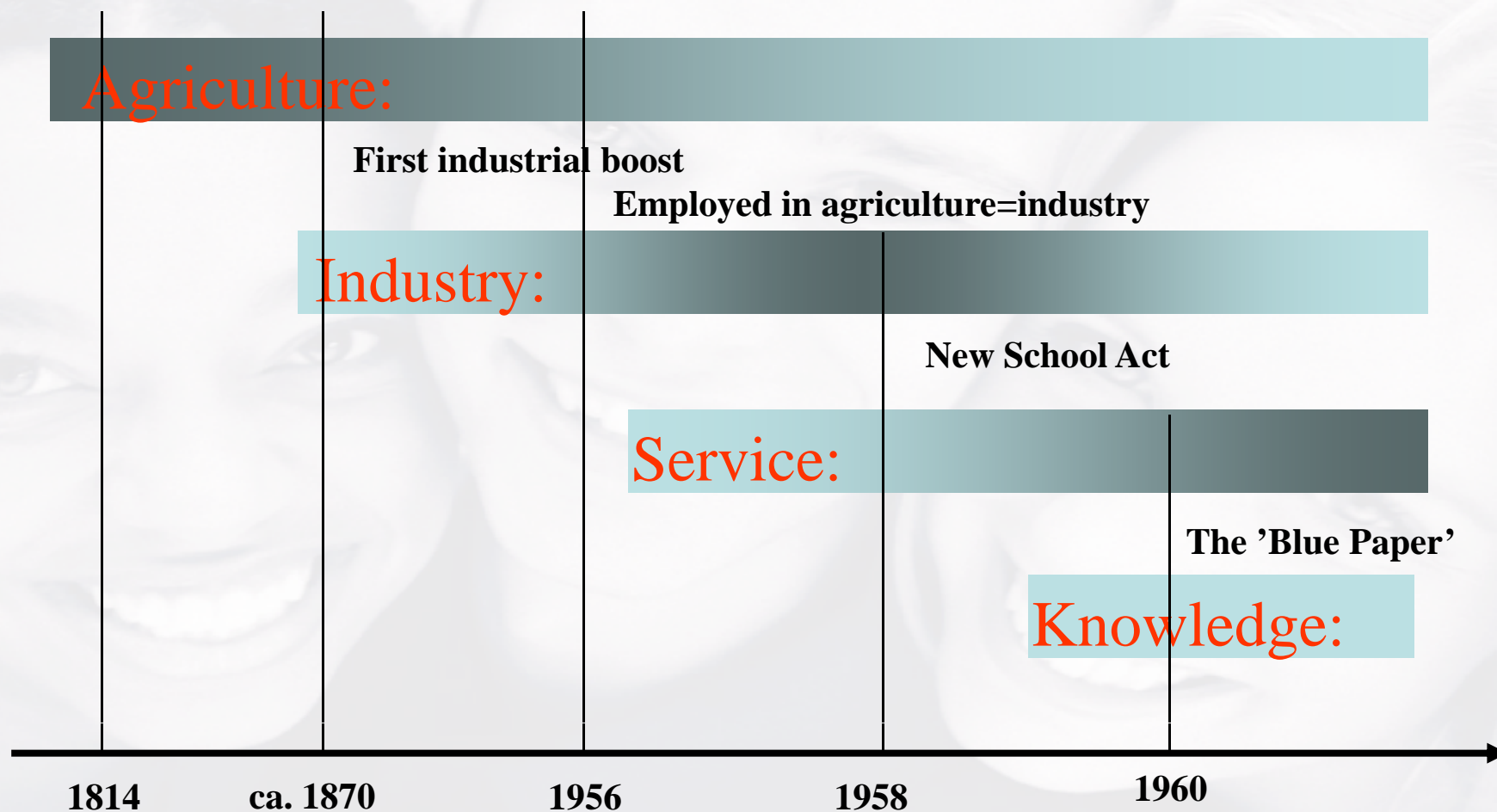
Knowledge:

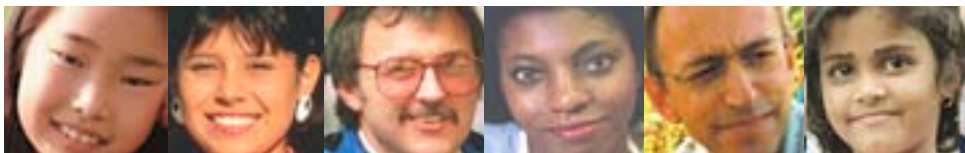
Risk-taking entrepreneurs, focused at the global context and technological advance.



Knowledgebased society – the Danish context.

First public school act





Knowledgebased society



?”



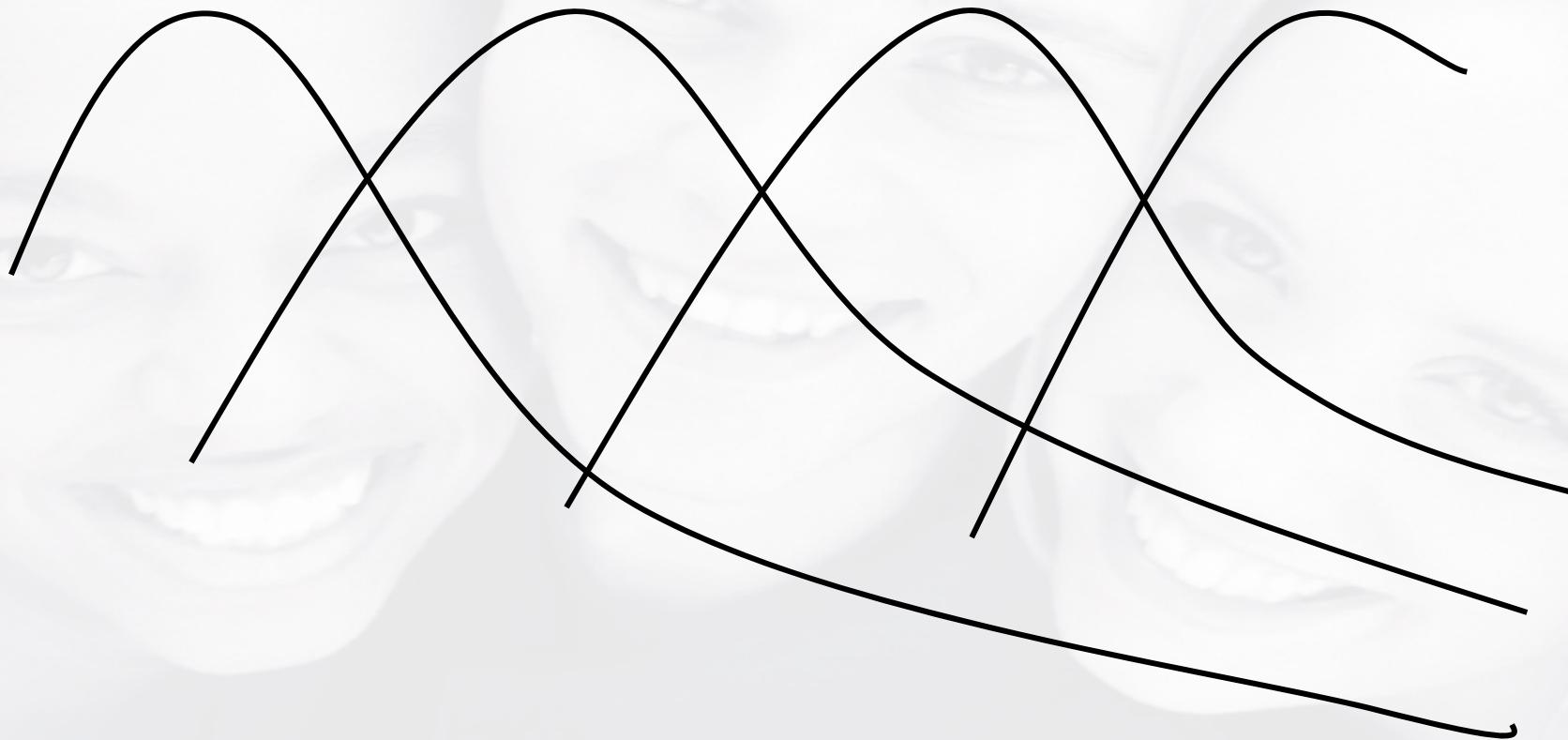
Is Singapore Skipping the Service Society?

Agriculture

Industry

Service

Knowledge





Is Singapore Skipping the Service Society?

Agriculture

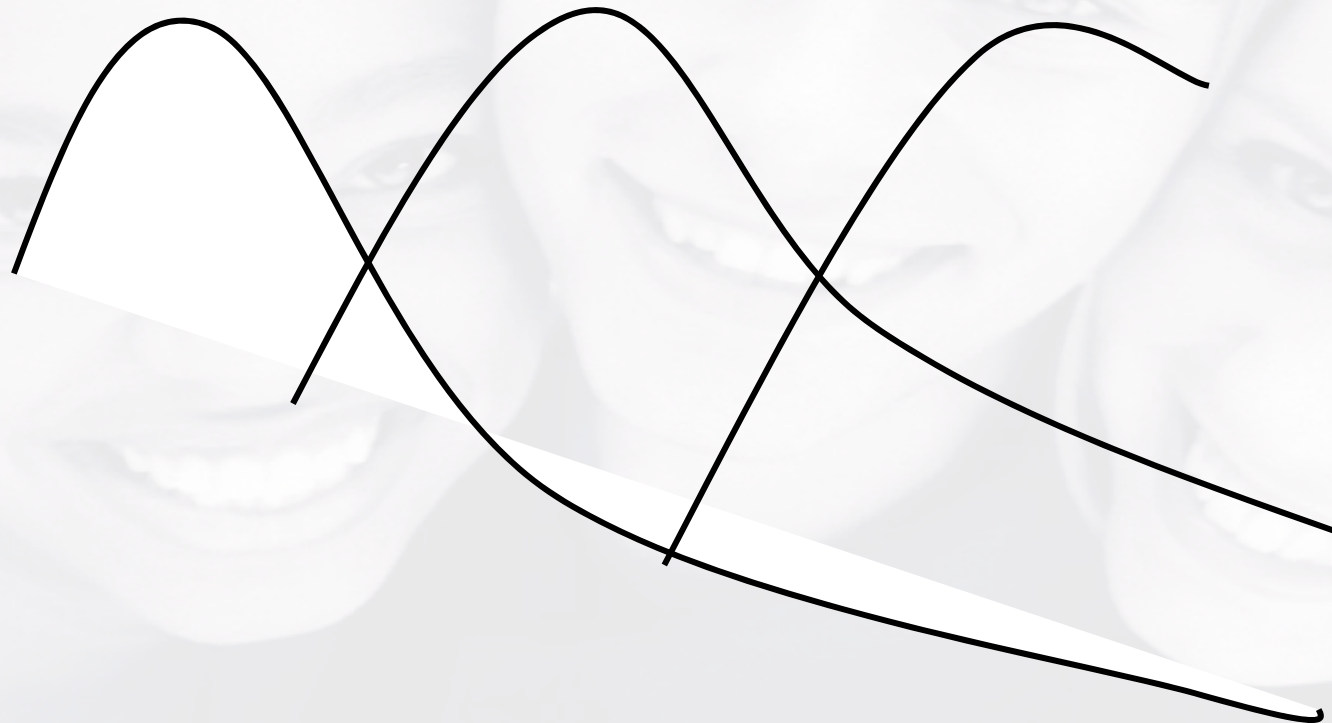
Survival

Industry

Efficiency

Knowledge

Ability





Enhancing Social Capital Through Evidence Based Education Policy

- A foundation for dialogue
 - A foundation for evidence-based education policy
 - A foundation for internationalisation of education
 - A foundation for R&D
- **Involving:**
 - Policymakers
 - Researchers
 - Professionals
 - **Ingredients:**
 - Empirical data
 - Qualitative analysis
 - Generation 4 instruments – interpretation, negotiation, dissemination



Strategy Bites Back

- Lessons to be Learned!

Curriculum:

vs

Didactics:

Hard facts are needed to identify your problem but-

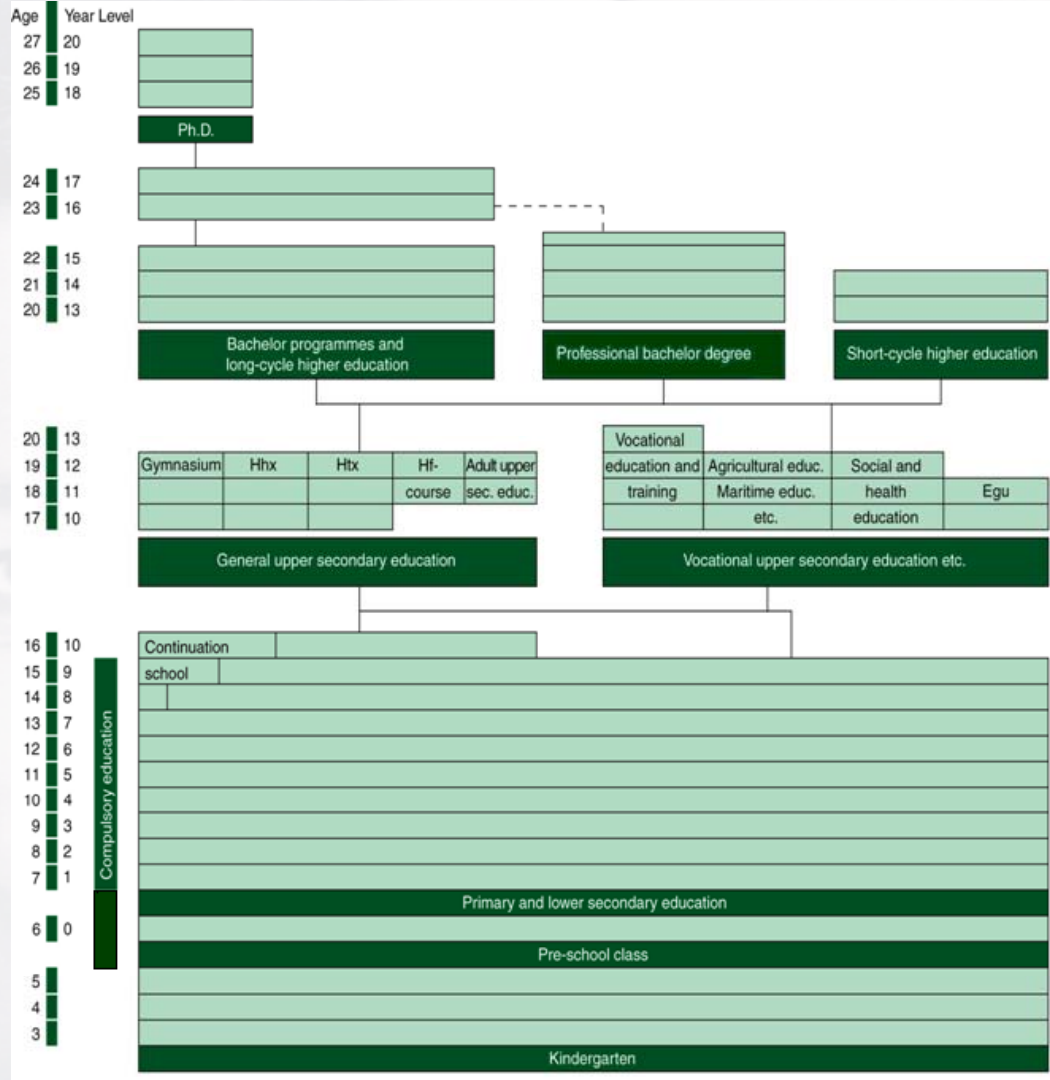
What you measure is what you get – So you should be careful to measure what you want!

Soft facts are needed to find the solution but -

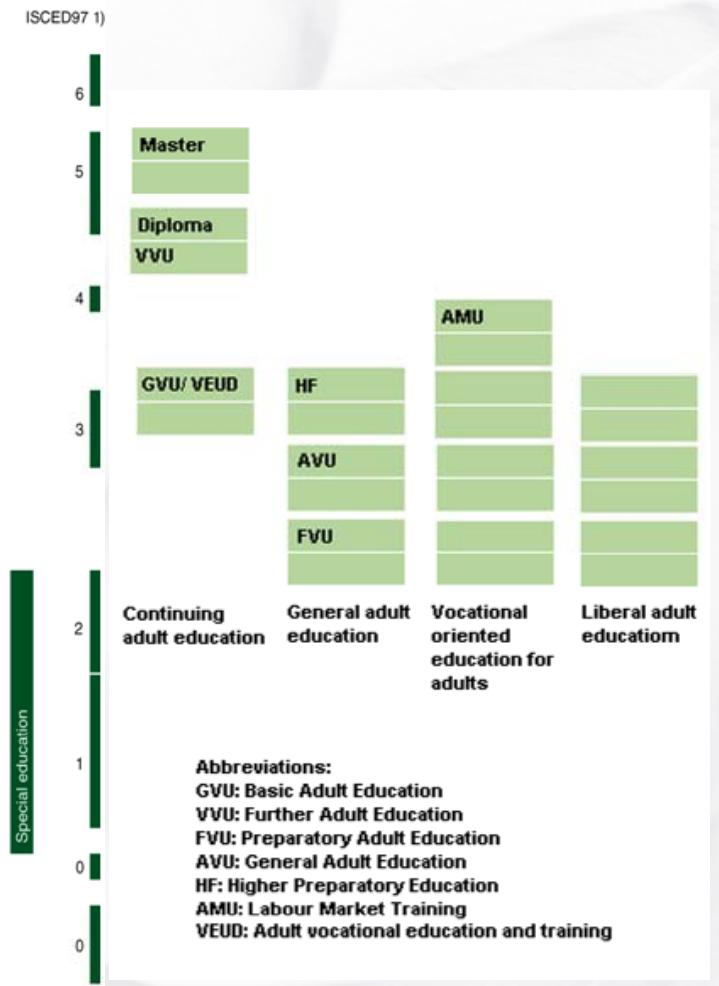
Without data you're just a person with another opinion!



Mainstream Education



Adult Education

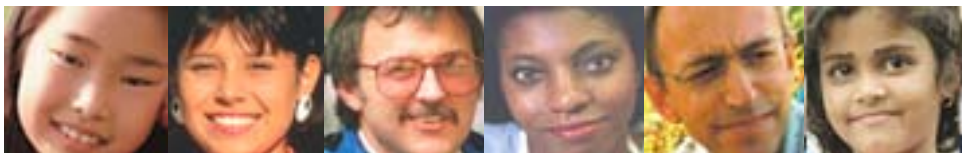




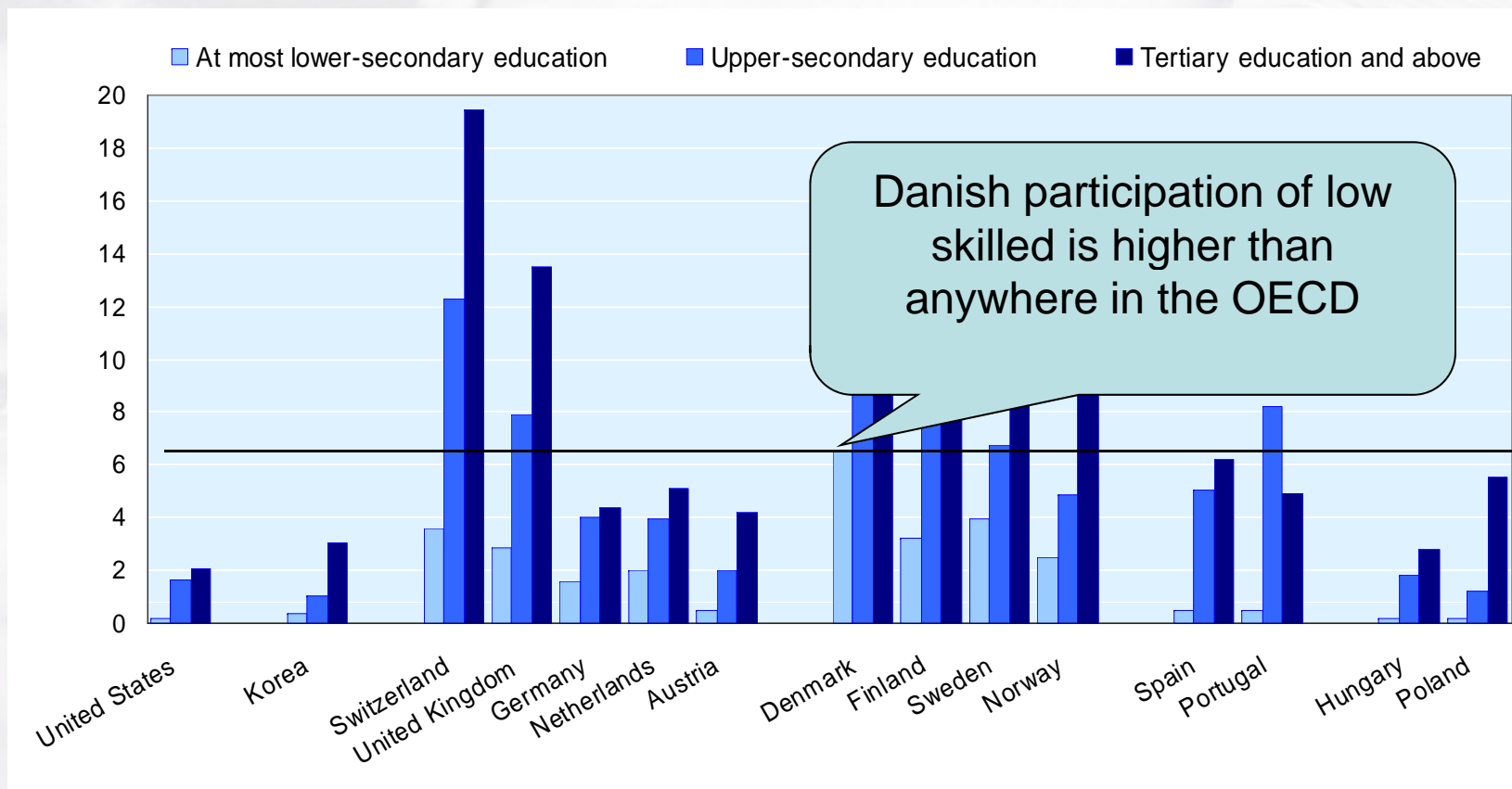
What Can be Achieved?



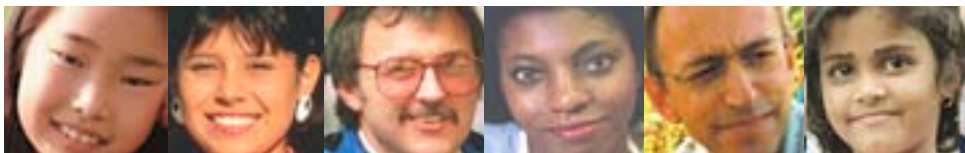
Potentials: Remedy Of the Crisis, Opportunities for Vulnerable Groups, LLL an Indispensable Component in CSR and a Sustainable Labor Market.



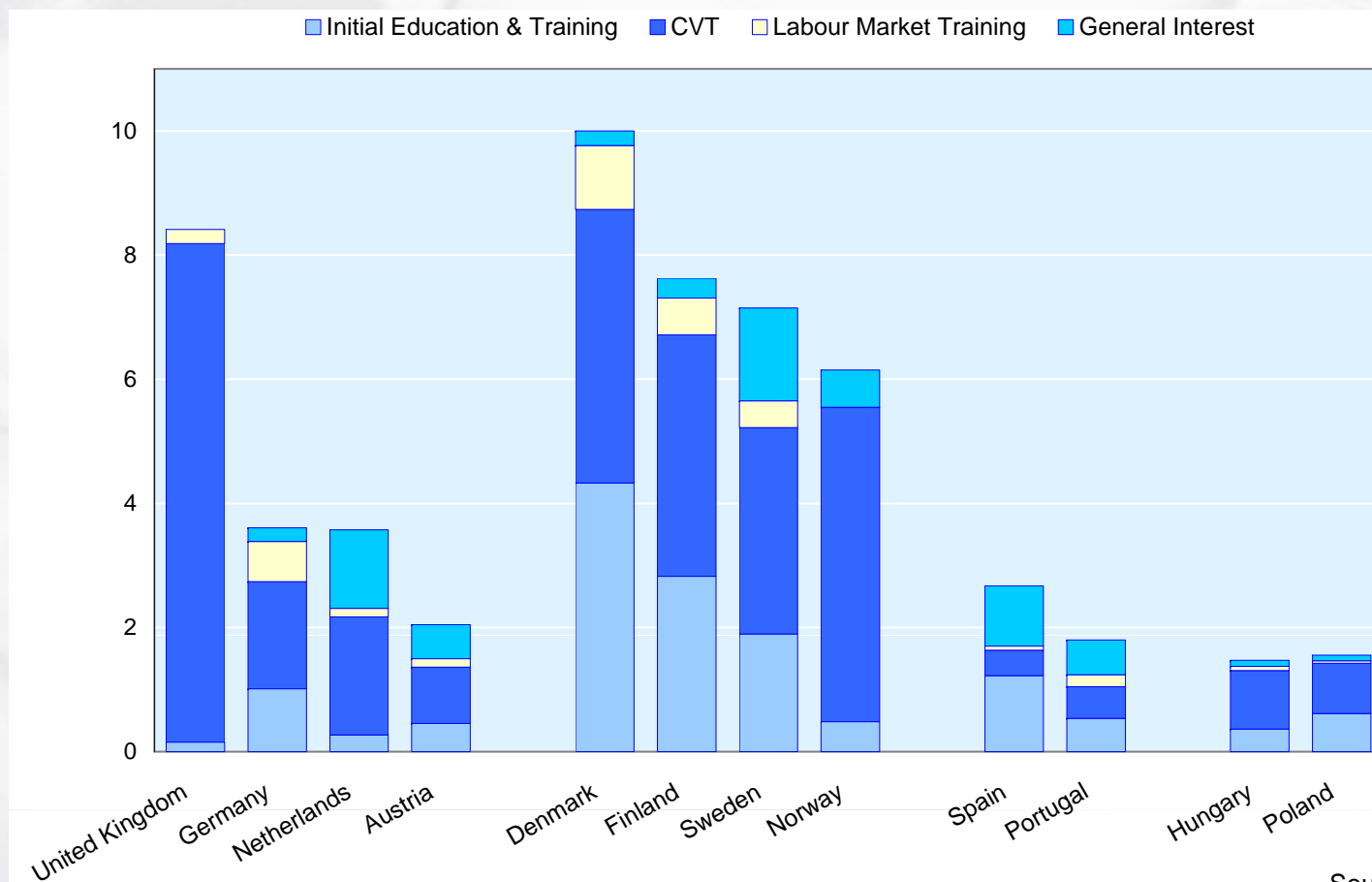
Instantaneous participation rate (IPR) by educational attainment



Source: Eurostat, European Union Labour Force Survey, for Korea; National Center for Education Statistics



Instantaneous participation rate (IPR) by type of learning



Source: OECD 2008



Systemic Components Fostering LLL and Focus Vulnerable Groups

Primary and lower secondary:

- The 'Class Teacher'
- PPR
- School Councillor
- Individual development plan – from 7'th form

Secondary and onwards:

- An independent guidance and counselling system
- Focus youth in counselling < 25 years old
- **Flexicurity** - Activation plans for unemployed, handicapped (flexjobs), prisoners and others living from public benefit
- **Flexication** – open access based on assessment of 'real-competences', tripartite governance in VET and CVET



How can it work out?

- 3 stories from real life.



DANISCO

The sugar factory downsize

- No impact on employment rate




DANISH CROWN

The slaughterhouse closes

- Reallocation of redundant staff



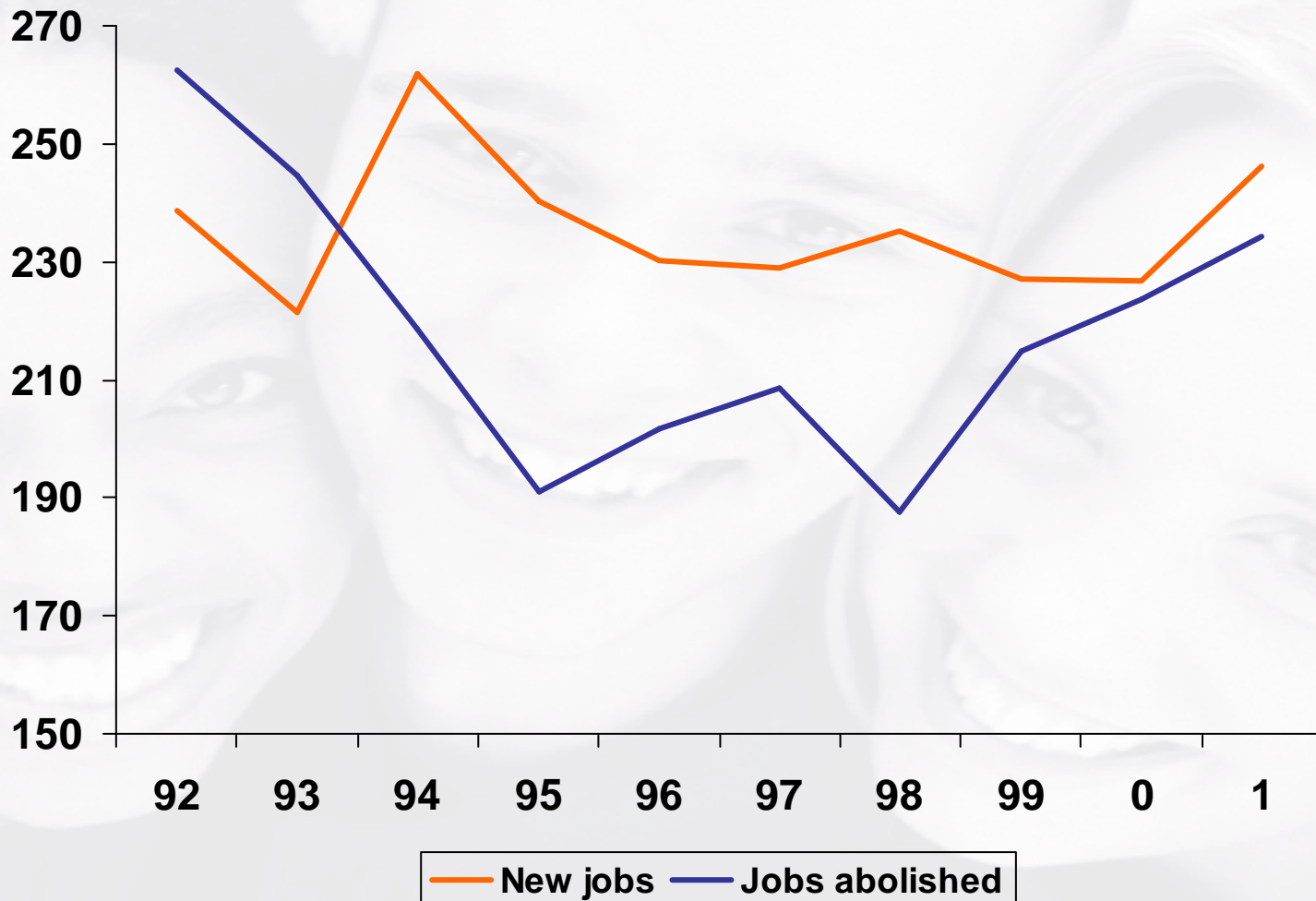
TDC

The telecommunications provider restructures

- Massive upgrading of workers' skills

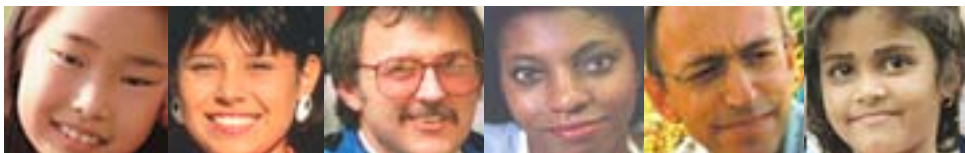


Dynamic Danish Labour Market: 1/4 million jobs created and 1/4 million jobs abolished annually





LLL goes beyond the interest of individuals, companies and organisations - it is all about a contribution to progress for our societies in the broadest and most vital sense.



Thank you for your kind attention!

For further information:

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- The turbulence in the financial market turn over in the labour market.
- Unemployment, exclusion, disparity and increased social tension follows.
- Recovery will be propelled by innovation in production, transport and trade - capitalising technologies, design and new efficient logistics.
- The process will close down traditional job slots and subsequently open new ones.
- Redundant workers cannot be reallocated to new jobs without the acquisition of the skills needed in the new scheme for production, transport and trade.
- Nations who develop and maintain systems efficiently fostering work placed learning and lifelong learning opportunities in response to the changes will pave their way more smoothly through the crisis and recover more rapidly than those who do not.



- Developing and maintaining LLL-systems demand consensus, trust and joint action from governments, employers and trade unions
- The population must be motivated to act in and accommodate to flexible schemes for work, training and re-education.
- Governments' action need to be a whole of government approach building on comprehensive policies bringing together areas and domains that traditionally relate to different ministries.
- The policies and frameworks must be developed and implemented in an open and transparent cooperation with the stakeholders.
- The challenge of creating a sense of ownership and responsibility at all levels must be addressed from the initial steps and maintained throughout the process.



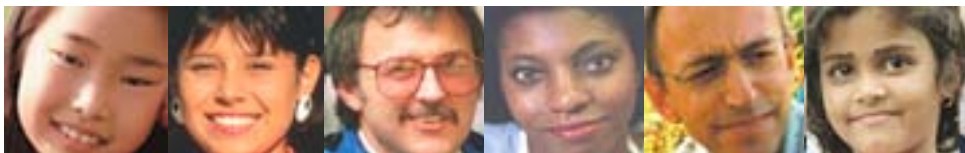
- An efficient LLL-system address individual, local, regional and national needs.
- Mainstream education must keep an open door for adults who want to re-enter.
- The LLL-system must provide general and technical/ vocational courses.
- Ranging from remedy of basic skills needs to advanced courses at tertiary level and preparatory courses giving access to tertiary education in the mainstream system.
- Traditional 'schooling' will not work.
- New inclusive learning environments must be developed.
- The instructors must be educated to meet the challenge of teaching adults.



Business and industry must acknowledge that education and training will become an increasingly important component in the corporate social responsibility that nations will be demanding from them. Re-education and retraining of employed will not only relate to the demand for new technical and vocational skills brought forward by the introduction of new technologies. It will include upgrading of skills and competences more generally in order to improve job opportunities for redundant staff who are forced to go for further vocational training and for people who desire an upgrade of their educational level by i.e. opt for re-entering mainstream education.



Trade unions must support and contribute to the motivation of members for education and training. They must support education opportunities as a component in the social schemes for unemployed and they must proactively cope with the new technologies even though this might ultimately eliminate the branch in which they recruit their members. In the negotiation of collective agreements the scope for increased pay, pensions and benefits should not be completely exhausted by pay outs on behalf of the companies but instead should parts of the negotiable funds be put aside for educational purposes.



Governments must encourage such agreements and i.e. provide additional funds to the schemes agreed by the social partners. Tripartite governance structures of the new institutional framework will help to ensure quality, relevance and synergy.